

Fourth Grade ESL

Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

Beginner:

Listening

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
- 4.L.2. Demonstrate an understanding of cause and effect,
- 4.L.3. Identify the main idea of a grade-level passage.
- 4.L.4. Respond to literal or inferential oral comprehension questions.*
- 4.L.5. Recognize vocabulary in fundamental and specialized concepts in content areas.
- 4.L.6. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*
- 4.L.7. Demonstrate understanding of different forms of text
- 4.L.8. Demonstrate understanding of figurative language.

Speaking

- 4.S.1. Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- 4.S.2. Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 4.S.3. Read words that have three or more phonemes and words that are multi-syllabic.
- 4.S.4. Use English in social and classroom settings.
- 4.S.5. Use generally acceptable grammar when speaking.
- 4.S.6. Ask and respond to questions intended to provide information on a grade-level school-based topic.
- 4.S.7. Use multiple sentences or phrases to speak about a grade appropriate topic.

Reading

- 4.R.1 Demonstrate an understanding of basic print concepts.
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- 4.R.4 Read Sentences with intonation and fluency.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- 4.R.15 Identify cause and effect in a reading passage.
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 4.R.18 Use context clues to learn about characters in a story.
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

4.R.22 Use and discern appropriate reference sources

Writing

4.W.1 The student will develop the structural skills of the writing process .

4.W.2 Use correct form of appropriate verbs.

4.W.3 Use correct form for subject form agreement.

4.W.4 Use nouns correctly.

4.W.5 Use indefinite articles “a” and “an” correctly in writing.

4.W.6 Use pronouns correctly in writing.

4.W.7 Use adjectives correctly in writing

4.W.8 Use adverbs in appropriate word order in sentences.

4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).

4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).

4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).

4.W.12 Use phonetic strategies to spell words correctly.

4.W.13 Use punctuation correctly when writing.

4.W.14 Use capital letters correctly in writing.

4.W.15 Use appropriate editing skills.

4.W.16 Write sentences.

4.W.17 Write and edit different types of paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
 - a. Demonstrate understanding of everyday beginner vocabulary focusing on singular concrete nouns using gestures and visual cues.
 - b. Demonstrate understanding of simple adjective (for example: big, small, hot, cold) using gestures and visual cues.
 - c. Demonstrate understanding of words that show location of items (In, on, above, under, beside, in front of, behind, between)
 - d. Demonstrate understanding of simple statements (SVO, SV, and present tense, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle
 - e. Demonstrate understanding of language functions (e.g., greetings) with gestures.
 - f. Observe and imitate class members' responses to teacher directions.
 - g. Use gestures to demonstrate understanding of single word by pointing to recognizable items.
 - h. Use this process with content area vocabulary when possible.
- 4.L.2. Demonstrate an understanding of cause and effect.
 - a. Use gestures to show recognition of "because" as the language of cause and effect.
 - b. After modeling, student will raise hand or card when they hear the word "because".
- 4.L.3. Identify the main idea of a grade-level passage.
 - a. Listen for the topic word that would identify a group of pictures.
 - b. Signal recognition by raising hand or card.
- 4.L.4. Respond to literal or inferential oral comprehension questions.*
 - a. Respond to literal questions after listening to a 2-3 sentence reading selection.
 - b. Understand simple inference questions about non-print text (pictures, graphs).
 - c. Identify the characters in a narrative/paragraph.
- 4.L.5. Recognize vocabulary in fundamental and specialized concepts in content areas.
 - a. Recognize basic content terms. (e.g. Shapes, function words for symbols in math, simple map symbols in S.S., animals)
- 4.L.6. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*
 - a. With prompting, identify beginning, middle and end after listening to oral reading selection.
- 4.L.7. Demonstrate understanding of different forms of text

4.L.8. Demonstrate understanding of figurative language.

Speaking Accomplishments

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

- a. Understandably pronounce the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses, use non-verbal gestures to communicate basic needs and other social interactions.
- b. Repeat modeled pronunciation of the singular and regular plural form of nouns.
- c. Repeat modeled pronunciation of specific nouns for some irregular plural forms such as man/men, woman/women, child/children, mouse/mice.
- d. Repeat modeled pronunciation of comparative adjectives such as big, bigger, biggest.
- e. Repeat modeled pronunciation of the present tense forms of regular verbs.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

- a. Participate in chants, songs, poetry and repetitive texts in content areas.
- b. Use correct intonation when asking and answering Yes/No questions.
- c. Use correct sounds for consonants. Use letter sound matches to decode words.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

- a. Repeat modeled methods of syllable awareness through clapping and counting.

4.S.4 Use English in social and classroom settings.

- a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses.
- b. Say name in response to question requesting student's name. Say age in response to question requesting student's age.

4.S.5 Use generally acceptable grammar when speaking.

- a. Produce subject –verb phrases.
- b. Repeat modeled sentences using present and past tense verbs.
- c. Repeat modeled sentences using helping verbs: can, may, might, will, could, would, should, have to, must.
- d. Repeat modeled sentences using no, n't and not, emphasizing placement in the sentence.
- e. Repeat modeled phrases using visual cues with quantifiers (a couple of, many) with count nouns.
- f. Repeat modeled phrases using "the" before nouns.
- g. Use visual cues to practice repeating modeled phrases for prepositions of positions.
- h. Using sequence pictures, point to which picture goes first, which picture goes next, which goes next, which is last. Repeat words first, next, last to go with the picture.

4.S.6. Ask and respond to questions intended to provide information on a grade-level school-based topic.

- a. Use gestures or yes/no responses to questions from teacher and/or other members of group about a topic.
- b. Demonstrate with gestures and actions how to use familiar objects, repeating modeled words identifying actions.
- c. Communicate with socially appropriate gestures to express needs and wants, ask permission, and ask for clarification. Match modeled words to gestures to name item needed, restroom, water, please, what?
- d. Use gestures to show a preference, make a choice.
- e. Imitate model for gestures to show like or dislike (shaking head “no” or nodding head for “yes”).

4.S.7. Use multiple sentences or phrases to speak about a grade appropriate topic.

- a. Use gestures to demonstrate or point to what is first, next, last in a classroom activity. Match modeled words to explain steps in process or chronological order.
- b. Using sequence pictures, point to which picture goes first, which picture goes next, which goes next, which is last. Repeat words first, next, last to go with the picture.
- c. Use gestures to show understanding of same and different.
- d. Match gestures to modeled words for right, left, up, down, north, south, east, and west.

Reading Accomplishments

4.R.1. Demonstrate an understanding of basic print concepts.

- a. Begin to identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- b. Begin to identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- c. Recognize and name all uppercase and lowercase letters.
- d. Identify letters, printed words, and printed sentences.

4.R.2. Read high-frequency grade level appropriate vocabulary.

4.R.3. Demonstrate an understanding of phonetic elements and decoding skills.

- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh)
- d. Orally blend words that have three or more phonemes.
- e. Orally segment single-syllable words.
- f. Identify pairs of single-syllable words that rhyme.
- g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., sound out: for, far, fir, fur, her).

- h. Sound out and blend words that have three or more phonemes,.
- i. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stõm/).

4.R.4 Read Sentences with intonation and fluency.

- a. N/A

4.R.5 Identify antonyms and synonyms of grade-level words.

- a. N/A

4.R.6 Show knowledge of the meaning of common affixes and root words.

- a. N/A

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

- a. N/A

4.R.8 Determine the answer to a literal or inference question from a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

- a. Demonstrate understanding of gender and number of personal pronouns.

4.R.10 Determine the antecedent reference of a noun or noun phrase.

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of up to five pictures in chronological order).
- b. N/A

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.

- a. N/A

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

- a. N/A

4.R.14 Demonstrate an understanding of comparisons and contrasts.

- a. N/A

4.R.15 Identify cause and effect in a reading passage.

- a. N/A

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- a. N/A

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

a. N/A

4.R.18 Use context clues to learn about characters in a story.

a. Identify the main character in a story.

b. Infer a character's feelings at different points in a story using illustrations and teacher guidance.

c. Identify the main character's problem in a story with teacher guidance (e.g., what is the main character trying to accomplish in the story?).

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

a. Attend to details in a story. (e.g. color of shoes)

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

a. Identify characters. Identify setting. Identify plot.

b. Recognize plot features of fairy tales (fantasy stories, element of magic)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

a. Identify a map.

4.R.22 Use and discern appropriate reference sources

Writing Accomplishments

4.W.1 The student will develop the structural skills of the writing process.

4.W.2 Use correct form of appropriate verbs.

a. N/A

4.W.3 Use correct form for subject form agreement.

a. N/A

4.W.4 Use nouns correctly.

a. Write common nouns.

4.W.5 Use indefinite articles "a" and "an" correctly in writing.

a. N/A

4.W.6 Use pronouns correctly in writing.

a. Begin to use the correct singular subject pronouns.

b. Begin to use singular demonstrative pronouns appropriately (e.g., "This" or "that" is a cow.

- 4.W.7 Use adjectives correctly in writing
- Begins to use my, mine, your, yours.
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- Write consonant letters for consonant sounds. (emergent phonetic writing)
- 4.W.13 Use punctuation correctly when writing.
- Use periods at the ends of sentences.
- 4.W.14 Use capital letters correctly in writing.
- Capitalize first and last names.
 - Capitalize days of the week and months of the year.
 - Begin to capitalize names of familiar books.
 - Underline or use italics for book titles
- 4.W.15 Use appropriate editing skills.
- N/A
- 4.W.16 Write sentences.
- N/A
- 4.W.17 Write and edit different types of paragraphs.
- N/A

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- Function Words (add, subtract, multiply, and divide)
- Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- Patterns
- Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Beginner:

Listening

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
- 4.L.2. Demonstrate an understanding of cause and effect,
- 4.L.3 Identify the main idea of a grade-level passage.
- 4.L.4. Respond to literal or inferential oral comprehension questions.*
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- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- 4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.
- 4.S.4 Use English in social and classroom settings.

4.S.5 Use generally acceptable grammar when speaking.

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4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.

Reading

4.R.1 Demonstrate an understanding of basic print concepts.

4.R.2 Read high-frequency grade level appropriate vocabulary.

4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.

4.R.4 Read Sentences with intonation and fluency.

4.R.5 Identify antonyms and synonyms of grade-level words.

4.R.6 Show knowledge of the meaning of common affixes and root words.

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

4.R.8 Determine the answer to a literal or inference question from a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

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4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

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4.R.22 Use and discern appropriate reference sources

Writing

4.W.1 The student will develop the structural skills of the writing process .

4.W.2 Use correct form of appropriate verbs.

4.W.3 Use correct form for subject form agreement.

4.W.4 Use nouns correctly.

4.W.5 Use indefinite articles “a” and “an” correctly in writing.

4.W.6 Use pronouns correctly in writing.

4.W.7 Use adjectives correctly in writing

4.W.8 Use adverbs in appropriate word order in sentences.

4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).

4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).

4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).

4.W.12 Use phonetic strategies to spell words correctly.

4.W.13 Use punctuation correctly when writing.

4.W.14 Use capital letters correctly in writing.

4.W.15 Use appropriate editing skills.

4.W.16 Write sentences.

4.W.17 Write and edit different types of paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.

Demonstrate understanding of high beginner everyday vocabulary, i.e., singular and plural regular noun forms of concrete nouns.

- a. Demonstrate understanding of comparative adjectives.
- b. Use actions to demonstrate understanding of spatial prepositions by pointing to items or objects.
- c. Demonstrate understanding of simple statements (SVO, SV, using past tense, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle
- d. Demonstrate understanding of language functions (e.g., greetings, apologies) with one or more words in response.
- e. Understand classroom directions (e.g., schedules)
- f. Use gestures to demonstrate understanding of phrases by pointing to items named in phrase.

4.L.2. Demonstrate an understanding of cause and effect.

- a. Use gestures to show recognition of language of cause and effect focusing on “therefore” and “thus.” After modeling, student will raise hand or card when they hear the words “therefore” and “thus.”

4.L.3 Identify the main idea of a grade-level passage.

- a. Identify one key word in a short 2-3 sentence paragraph.

4.L.4. Respond to literal or inferential oral comprehension questions.*

- a. Respond to literal questions after listening to a short reading selection.
- b. Understand simple inference questions pertaining to 1-2 related sentences.
- c. Identify what the character does and what is done to the character.

4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.

- a. Recognize basic content terms (e.g. Shapes, function words for symbols in math, simple map symbols, oceans and continents in S.S., vertebrates)

4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*

- a. Identify beginning, middle, end after listening to oral reading selection.

4.L.7 Demonstrate understanding of different forms of text

- a. After listening, draw a picture to show what the poem is about.
- b. After listening, draw a picture to show what the short fictional narrative is about.

4.L.8 Demonstrate understanding of figurative language.

- a. Give examples of similes and after modeling, have student draw pictures of examples.
- b. Give examples of metaphors and after modeling, have student draw pictures of examples.

Speaking Accomplishments

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

- a. Use simple words and phrases in addition to gestures to communicate basic needs; tell name and age, begin to speak a few words using simple English grammatical forms- noun/verb phrasing; expand speaking vocabulary to include additional body parts, animals, house parts and furniture, address and phone number, days of the week and months of the year.
- b. Using visual cues, distinguish one thing as different from more than one by counting and naming objects, in singular nouns with regular plural form, i.e. for which –s is the appropriate ending. Include grade appropriate vocabulary as much as possible.
- c. Using visual cues, distinguish one thing as different from more than one by counting and naming objects, in singular nouns with irregular plural form. Include grade appropriate content vocabulary as much as possible.
- c. Using visual cues and or realia, compare items and match with appropriate comparative adjectives, emphasizing pronunciation of endings. Include grade appropriate content vocabulary as much as possible.
- d. Distinguish tense (time of action) and pronounce past tense of the regular verbs.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

- a. Use limited vocabulary on familiar topics in discussions with some pauses and momentary silence.
- b. Repeat modeled –wh questions and answers using correct intonation. (For example using Brown Bear, Brown Bear)
- c. Use sound stretching and sound blending to decode words.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

- a. Show awareness of syllables by clapping and counting.

4.S.4 Use English in social and classroom settings.

- a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses.
 - b. Respond with address and telephone when asked.
- 4.S.5 Use generally acceptable grammar when speaking. Formulate simple sentences.
- a. Show ability to use present and past tense correctly.
 - b. Formulate sentences using helping verbs appropriately.
 - c. Demonstrate knowledge of placement of no and not in sentences by using them with accurate word order.
 - d. Begin to use will and can in appropriate situations (e.g. predicting "What will happen next?")
 - e. Show ability to use "a couple of" and "many" correctly.
 - f. Demonstrate the ability to say phrases using "the" before nouns.
 - g. Demonstrate ability to use prepositions of position in phrases correctly.
 - h. Using sequence pictures, repeat modeled phrases of time order words (first, next, then, last).
- 4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Use one-word answers and limited vocabulary to respond to questions from the teacher or member of group.
 - b. Use one or two words to identify action used with familiar objects.
 - c. Use words to communicate needs and wants, ask permission, and ask for clarification, thank you.
 - d. Use one or 2 words to show a preference or make a choice.
 - e. Use yes or no or yes, please, or no thank you, or other appropriate short answer responses.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.
- a. Use one or 2 words to explain steps in an activity or chronological order.
 - b. Using sequence pictures, repeat modeled phrases of time order words (first, next, then, last).
 - c. Repeat modeled adjectives that describe the two compared items.
 - d. Use modeled words to tell where one thing is in relation to another.

Reading Accomplishments

- 4.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
 - b. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
 - c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).

- d. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- e. Identify letters, printed words, and printed sentences.

4.R.2 Read high-frequency grade level appropriate vocabulary.

4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.

- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo)
- d. Orally blend words that have three or more phonemes.
- e. Orally segment multi-syllabic words.
- f. Identify pairs of single-syllable words that rhyme.
- g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
- h. Read words that have three or more phonemes and words that are multi-syllabic,
- i. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/).

4.R.4 Read Sentences with intonation and fluency.

- a. Begin to read aloud short sentences made up of simple vocabulary (e.g., read aloud, "The girl is sitting on a short chair.")
- b. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of simple vocabulary, with natural intonation (e.g., rising pitch at ends of questions).

4.R.5 Identify antonyms and synonyms of grade-level words.

- a. Identify antonyms of simple words (e.g., hot and cold, up and down, over and under, big and small).
- b. Identify synonyms of simple words.

4.R.6 Show knowledge of the meaning of common affixes and root words.

- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.
- b. Show knowledge of the relationship· adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness);

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

- a. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.

- b. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., steep incline, steep prices, tears of sadness, tears his shirt).
- c. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- d. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- e. Begin to demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).

4.R.8 Determine the answer to a literal or inference question from a passage.

- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

- a. Identify personal pronouns.
- b. Determine the antecedent reference of a personal pronoun.

4.R.10 Determine the antecedent reference of a noun or noun phrase.

- a. Begin to determine the antecedent reference of a noun.

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.

- a. Show understanding of the order of events within a sequence or a process with visual cues (e.g., put a set of three sentences into chronological order).
- b. Recognize a descriptive reading selection; recognize comparison and contrast reading selections.

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.

- a. Begins to identify the main idea or main topic when it is explicitly stated.

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

- a. Identify the best summary of an informative reading selection with teacher direction.

4.R.14 Demonstrate an understanding of comparisons and contrasts.

- a. N/A

4.R.15 Identify cause and effect in a reading passage.

- a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because)

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- a. N/A

- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- Predict what would most likely happen next in a narrative.
 - Draw conclusions based on evidence gained from supporting details in text with teacher guidance.
 - Distinguish between fact and opinion
- 4.R.18 Use context clues to learn about characters in a story.
- Identify the main character and all other important characters in a story.
 - Infer a character's feelings at different points in a story.
 - Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- Decide which details are most important in a story.
- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution).
- Identify the literary elements of plot, character, setting, and point of view.
 - Recognize plot features of fables (lesson from story)
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- Find and interpret information in grade-appropriate graphic material that includes maps, graphs, timelines, and diagrams.
- 4.R.22 Use and discern appropriate reference sources
- Identify a dictionary and encyclopedia, magazines and newspapers.

Writing Accomplishments

- 4.W.1 The student will develop the structural skills of the writing process .
- Print in upper and lower case.
 - Write dictated words and sentences.
- 4.W.2 Use correct form of appropriate verbs.
- Write the correct form of appropriate regular verbs.
 - Write the correct form of appropriate irregular verbs (e.g., make/made).
 - Write the correct form of modal auxiliaries can, could, may + base form of verbs
 - Use present perfect verb forms. (have been)
 - Use present progressive verb forms.
 - Express future time with "will" and "going to".
- 4.W.3 Use correct form for subject form agreement.
- 4.W.4 Use nouns correctly.

- a. Use nouns as subject.
 - b. Begin to form possessive nouns correctly (e.g., Bill's coat).
 - c. Begin to write the correct form of irregular count plurals (e.g., child/children)
- 4.W.5 Use indefinite articles "a" and "an" correctly in writing.
- a. Begins to use indefinite articles "a" and "an" correctly with count nouns.
- 4.W.6 Use pronouns correctly in writing.
- a. Begin to use the correct number and case of personal pronouns (i.e., subject and object; first person, second person and third person)
 - b. Begin to use plural demonstrative pronouns appropriately (e.g., "These/those are apples").
 - c. Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., "What is he doing?").
 - d. Begin to use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each,, everybody everything, many, nobody, , no one, nothing, one, some, somebody, someone, something.
- 4.W.7 Use adjectives correctly in writing.
- a. Begin to use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
 - b. Begin to use possessive adjectives and pronouns appropriately (e.g., "my," "mine," "your," "yours").
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, "I have a headache").
- 4.W.10 Begin to use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., "talk about," not "discuss about"; "jealous of," not "jealous with").
- 4.W.12 Use phonetic strategies to spell words correctly.
- a. Begin to write consonant letter for consonant sound and vowels for vowel sounds. (emergent phonetic writing)
 - b. Begin to spell high-frequency words that are phonemically regular or that have common orthographic patterns.(word families)
 - c. Begin to spell high-frequency words that are largely irregular.(e.g. Sight words)
 - d. Begin to spell common contractions.
- 4.W.13 Use punctuation correctly when writing.
- a. Use periods at the ends of sentences.
 - b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
 - b. Use question marks at the ends of questions
 - c. Use exclamation marks with imperatives as appropriate (e.g., Stop!).

- d. Begin to use commas in addresses.
- e. Use commas with nouns in a series (e.g., You will need scissors, glue, and a ruler.).
- f. Use apostrophes in contractions.

4.W.14 Use capital letters correctly in writing.

- a. Capitalize the first word in a sentence.
- b. Capitalize first and last names.
- c. Begin to capitalize common titles of people.(Mr., Mrs., Miss, Ms. Dr.)
- d. Capitalize names of cities, states, and countries.
- e. Begin to capitalize names of familiar books. Underline or use italics for book titles
- f Capitalize all salutations and closings in letters..
- g. Capitalize street names.

4.W.15 Use appropriate editing skills.

- a. Begin to recognize and correct writing errors (capitalization and end punctuation(period, question, exclamation))

4.W.16 Write sentences.

a. Begins to approximate grammatically simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective). Em4.L.1. Show an understanding of everyday vocabulary in social and classroom settings. Demonstrate understanding of high beginner everyday vocabulary, i.e., singular and plural regular noun forms of concrete nouns.

- a. Demonstrate understanding of comparative adjectives.
- b. Use actions to demonstrate understanding of spatial prepositions by pointing to items or objects.
- c. Demonstrate understanding of simple statements (SVO, SV,using past tense, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle
- d. Demonstrate understanding of language functions (e.g., greetings, apologies) with one or more words in response.
- e. Understand classroom directions (e.g., schedules)
- f. Use gestures to demonstrate understanding of phrases by pointing to items named in phrase..

4.L.2.Demonstrate an understanding of cause and effect. Use gestures to show recognition of language of cause and effect focusing on “therefore” and “thus.” After modeling, student will raise hand or card when they hear the words “therefore” and “thus.”

4.L.3 Identify the main idea of a grade-level passage. Identify one key word in a short 2-3 sentence paragraph.

4.L.4. Respond to literal or inferential oral comprehension questions.* Respond to literal questions after listening to a short reading selection.

- a. Understand simple inference questions pertaining to 1-2 related sentences.
- b. Identify what the character does and what is done to the character.

4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.

Recognize basic content terms (e.g. Shapes, function words for symbols in math, simple map symbols, oceans and continents in S.S., vertebrates)

4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.* Identify beginning, middle, end after listening to oral reading selection.

4.L.7 Demonstrate understanding of different forms of text

- a. After listening, draw a picture to show what the poem is about.
- b. After listening, draw a picture to show what the short fictional narrative is about.

4.L.8 Demonstrate understanding of figurative language.

- a. Give examples of similes and after modeling, have student draw pictures of examples.
- b. Give examples of metaphors and after modeling, have student draw pictures of examples.

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary. Use simple words and phrases in addition to gestures to communicate basic needs; tell name and age, begin to speak a few words using simple English grammatical forms-noun/verb phrasing; expand speaking vocabulary to include additional body parts, animals, house parts and furniture, address and phone number, days of the week and months of the year.

- a. Using visual cues, distinguish one thing as different from more than one by counting and naming objects, in singular nouns with regular plural form, i.e. for which –s is the appropriate ending. Include grade appropriate vocabulary as much as possible.
- b. Using visual cues, distinguish one thing as different from more than one by counting and naming objects, in singular nouns with irregular plural form. Include grade appropriate content vocabulary as much as possible.
- c. Using visual cues and or realia, compare items and match with appropriate comparative adjectives, emphasizing pronunciation of endings. Include grade appropriate content vocabulary as much as possible.
- d. Distinguish tense (time of action) and pronounce past tense of the regular verbs.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency. Use limited vocabulary on familiar topics in discussions with some pauses and momentary silence.

- a. Repeat modeled –wh questions and answers using correct intonation. (For example using Brown Bear, Brown Bear)
- b. Use sound stretching and sound blending to decode words.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

- a. Show awareness of syllables by clapping and counting.

4.S.4 Use English in social and classroom settings. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses.

- a. Respond with address and telephone when asked.

4.S.5 Use generally acceptable grammar when speaking. Formulate simple sentences.

- a. Show ability to use present and past tense correctly.
- b. Formulate sentences using helping verbs appropriately.
- c. Demonstrate knowledge of placement of no and not in sentences by using them with accurate word order.
- d. Begin to use will and can in appropriate situations (e.g. predicting "What will happen next?")
- e. Show ability to use "a couple of" and "many" correctly.
- f. Demonstrate the ability to say phrases using "the" before nouns.
- g. Demonstrate ability to use prepositions of position in phrases correctly.
- h. Using sequence pictures, repeat modeled phrases of time order words (first, next, then, last).

4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

- a. Use one-word answers and limited vocabulary to respond to questions from the teacher or member of group.
- b. Use one or two words to identify action used with familiar objects.
- c. Use words to communicate needs and wants, ask permission, ask for clarification, thank you.
- d. Use one or 2 words to show a preference or make a choice.
- e. Use yes or no or yes, please, or no thank you, or other appropriate short answer responses.

4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic. Use one or 2 words to explain steps in an activity or chronological order.

- a. Using sequence pictures, repeat modeled phrases of time order words (first, next, then, last).
- b. Repeat modeled adjectives that describe the two compared items.
- c. Use modeled words to tell where one thing is in relation to another.

Reading

4.R.1 Demonstrate an understanding of basic print concepts. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).

- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- b. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- d. Identify letters, printed words, and printed sentences.

4.R.2 Read high-frequency grade level appropriate vocabulary.

4.R.3 Demonstrate an understanding of phonetic elements and decoding skills. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- b. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo)
- c. Orally blend words that have three or more phonemes.
- d. Orally segment multi-syllabic words.
- e. Identify pairs of single-syllable words that rhyme.
- f. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
- g. Read words that have three or more phonemes and words that are multi-syllabic.
- h. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/).

4.R.4 Read Sentences with intonation and fluency. Begin to read aloud short sentences made up of simple vocabulary (e.g., read aloud, "The girl is sitting on a short chair.")

- a. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of simple vocabulary, with natural intonation (e.g., rising pitch at ends of questions).

4.R.5 Identify antonyms and synonyms of grade-level words. Identify antonyms of simple words (e.g., hot and cold, up and down, over and under, big and small).

- a. Identify synonyms of simple words.

4.R.6 Show knowledge of the meaning of common affixes and root words. Show knowledge of the meaning of common prefixes with appropriate grade level words.

- a. Show knowledge of the relationship: adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness);

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms). Determine the meaning of unfamiliar compound words by using knowledge of individual known words.

- a. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., steep incline, steep prices, tears of sadness, tears his shirt).
- b. Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?").
- c. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- d. Begin to demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").

4.R.8 Determine the answer to a literal or inference question from a passage. Determine the answer to a literal or simple inference question regarding the meaning of a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns. Identify personal pronouns. Determine the antecedent reference of a personal pronoun.

4.R.10 Determine the antecedent reference of a noun or noun phrase. Begin to determine the antecedent reference of a noun.

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts. Show understanding of the order of events within a sequence or a process with visual cues (e.g., put a set of three sentences into chronological order).

a. Recognize a descriptive reading selection; recognize comparison and contrast reading selections.

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated. Begin to identify the main idea or main topic when it is explicitly stated.

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

a. Identify the best summary of an informative reading selection with teacher direction.

4.R.14 Demonstrate an understanding of comparisons and contrasts.

N/A

4.R.15 Identify cause and effect in a reading passage.

Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because)

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive. N/A

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction. Predict what would most likely happen next in a narrative.

a. Draw conclusions based on evidence gained from supporting details in text with teacher guidance.

b. Distinguish between fact and opinion

4.R.18 Use context clues to learn about characters in a story.

Identify the main character and all other important characters in a story.

a. Infer a character's feelings at different points in a story.

b. Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).

4.R.19 Demonstrate an understanding of which details are the most important details in a story. Decide which details are most important in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution).
Identify the literary elements of plot, character, setting, and point of view.

a. Recognize plot features of fables (lesson from story)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

Find and interpret information in grade-appropriate graphic material that includes maps, graphs, timelines, and diagrams.

4.R.22 Use and discern appropriate reference sources

Identify a dictionary and encyclopedia, magazines and newspapers.

Writing

4.W.1 The student will develop the structural skills of the writing process .

a. Print in upper and lower case .

b. Write dictated words and sentences.

4.W.2 Use correct form of appropriate verbs. Write the correct form of appropriate regular verbs.

a. Write the correct form of appropriate irregular verbs (e.g., make/made).

b. Write the correct form of modal auxiliaries can, could, may + base form of verbs

c. Use present perfect verb forms. (have been)

d. Use present progressive verb forms.

e. Express future time with “will” and “going to”.

4.W.3 Use correct form for subject form agreement.

4.W.4 Use nouns correctly. Use nouns as subject.

a. Begin to form possessive nouns correctly (e.g., Bill’s coat).

b. Begin to write the correct form of irregular count plurals (e.g., child/children.

4.W.5 Use indefinite articles “a” and “an” correctly in writing. Begin to use indefinite articles “a” and “an” correctly with count nouns.

4.W.6 Use pronouns correctly in writing. Begin to use the correct number and case of personal pronouns (i.e., subject and object; first person, second person and third person)

a. Begin to use plural demonstrative pronouns appropriately (e.g., “These/those are apples”).

b. Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

c. Begin to use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each,, everybody everything, many, nobody, , no one, nothing, one, some, somebody, someone, something.

- 4.W.7 Use adjectives correctly in writing. Begin to use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
- Begin to use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly. Begin to write consonant letter for consonant sound. and vowels for vowel sounds. (emergent phonetic writing)
- Begin to spell high-frequency words that are phonemically regular or that have common orthographic patterns.(word families)
 - Begin to spell high-frequency words that are largely irregular.(e.g. Sight words)
 - Begin to spell common contractions.
- 4.W.13 Use punctuation correctly when writing. Use periods at the ends of sentences.
- Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
 - Use question marks at the ends of questions
 - Use exclamation marks with imperatives as appropriate (e.g., Stop!).
 - Begin to use commas in addresses.
 - Use commas with nouns in a series (e.g., You will need scissors, glue, and a ruler.).
 - Use apostrophes in contractions.
- 4.W.14 Use capital letters correctly in writing. Capitalize the first word in a sentence.
- Capitalize first and last names.
 - Begin to capitalize common titles of people.(Mr., Mrs., Miss, Ms. Dr.)
 - Capitalize names of cities, states, and countries.
 - Begin to capitalize names of familiar books. Underline or use italics for book titles
 - Capitalize all salutations and closings in letters.
 - Capitalize street names.
- 4.W.15 Use appropriate editing skills. Begin to recognize and correct writing errors (capitalization and end punctuation(period, question, exclamation)
- 4.W.16 Write sentences.
- Begin to approximate grammatically simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective). Emergent writing
 - Begin to formulate negative sentences without double negatives.

c. Begin to identify run-on sentences and sentence fragments.

4.W.17 Write and edit different types of paragraphs.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Intermediate:

Listening

4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.

4.L.2. Demonstrate an understanding of cause and effect,

4.L.3 Identify the main idea of a grade-level passage.

4.L.4. Respond to literal or inferential oral comprehension questions.*

4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.

4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*

4.L.7 Demonstrate understanding of different forms of text

4.L.8 Demonstrate understanding of figurative language.

Speaking

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

4.S.4 Use English in social and classroom settings.

4.S.5 Use generally acceptable grammar when speaking.

4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.

Reading

4.R.1 Demonstrate an understanding of basic print concepts.

4.R.2 Read high-frequency grade level appropriate vocabulary.

4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.

4.R.4 Read Sentences with intonation and fluency.

4.R.5 Identify antonyms and synonyms of grade-level words.

4.R.6 Show knowledge of the meaning of common affixes and root words.

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

4.R.8 Determine the answer to a literal or inference question from a passage.

- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- 4.R.15 Identify cause and effect in a reading passage.
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 4.R.18 Use context clues to learn about characters in a story.
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- 4.R.22 Use and discern appropriate reference sources

Writing

- 4.W.1 The student will develop the structural skills of the writing process .
- 4.W.2 Use correct form of appropriate verbs.
- 4.W.3 Use correct form for subject form agreement.
- 4.W.4 Use nouns correctly.
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- 4.W.6 Use pronouns correctly in writing.

- 4.W.7 Use adjectives correctly in writing
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- 4.W.13 Use punctuation correctly when writing.
- 4.W.14 Use capital letters correctly in writing.
- 4.W.15 Use appropriate editing skills.
- 4.W.16 Write sentences.
- 4.W.17 Write and edit different types of paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
 - a. Demonstrate understanding of intermediate everyday vocabulary, i.e., singular and plural regular and irregular nouns.
 - b. Demonstrate understanding of superlative adjectives.
 - c. Use actions to demonstrate understanding of spatial prepositions by placing items according to verbal directions.
 - d. Demonstrate understanding of simple statements (SVO, SV, past or present, made of words, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
 - e. Demonstrate understanding of language functions (requests, offers of help) with short phrase responses.
 - f. Understand classroom directions (e.g., homework assignments)
 - g. Demonstrate an understanding of simple verbal directions using words, pertaining to one identifying criteria.

- 4.L.2. Demonstrate an understanding of cause and effect.
- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect using “so” and “consequently.”
- 4.L.3 Identify the main idea of a grade-level passage.
- a. Identify the main idea of a paragraph.
- 4.L.4. Respond to literal or inferential oral comprehension questions.*
- a. Respond to inferential questions after listening to a short reading selection.
 - b. Understand simple inference questions pertaining to a short paragraph.
 - c. Identify clues that tell about the character (actions, motives and appearances).
- 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.
- a. Recognize processes and vocabulary associated with processes. (e.g. regrouping, map keys, directions, latitude and longitude, habitats)
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*
- a. Demonstrate understanding of events that occurred in the reading passage, by naming them.
- 4.L.7 Demonstrate understanding of different forms of text.
- a. Answer literal questions about poem with one word answers or short phrases.
 - b. Answer literal questions about short fictional narrative with one word answers or short phrases.
- 4.L.8 Demonstrate understanding of figurative language.
- a. With prompting identify similes from examples.
 - b. With prompting identify metaphors from examples.

Speaking Accomplishments

- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- a. Retell familiar stories using learned vocabulary, describe a picture using some adjectives, use pronouns appropriately and understandably, intelligibly pronounce selected content vocabulary, with emphasis on concrete nouns and easily depicted action words.
 - b. Respond to questions requiring plural nouns using the -s ending. Example: How many are there? Response: There are 4 books. Use grade appropriate content as much as possible. There are five soldiers with General Washington.
 - c. Respond to questions requiring irregular plural nouns. Use grade appropriate content as much as possible. Example: Name the animals pulling the covered wagon. Response: The oxen are pulling the covered wagon.
 - d. Respond to questions requiring comparative adjectives. Include grade appropriate content vocabulary as much as possible. Example: Jupiter is the largest planet.

e Practice speaking and usage of past tense regular verbs. Recognize pattern of -ed endings on regular past tense verbs.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

- a. Retell text using limited vocabulary, descriptive words, paraphrasing, and oral presentations with pauses and moments of silence.
- b. Practice asking and answering –wh questions in structured conversations using appropriate intonation.
- c. Begin to decode and pronounce unknown words automatically.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

- a. Orally segment two syllable words moving from familiar to unfamiliar vocabulary.
- b. Use grade appropriate content vocabulary as much as possible.

4.S.4 Use English in social and classroom settings.

- a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses, expanding to content area vocabulary.
- b. Respond with name of country of origin, if applicable, when asked.

4.S.5 Use generally acceptable grammar when speaking.

- a. Understand the function of conjunctions (and, but, or) and produce compound subject sentences.
- b. Repeat modeled sentences using present continuous, present perfect, and present perfect continuous.
- c. Use the helping verbs in context and discourse.
- d. Repeat modeled sentences using neither and nor, emphasizing word order placement in sentence.
- e. Begin to use will and can in appropriate situations (in conversation).
- f. Repeat modeled phrases using visual cues with quantifiers (a few, several,) with count nouns
- f. Repeat modeled phrases using a/an before nouns and determine pattern of when to use “a” and when to use “an.”
- g. Repeat modeled phrases using prepositions of time and place.
- h. Begin to demonstrate understanding of the use of adjective + preposition combinations. (afraid of)
- i. Arrange sequence pictures in order and orally tell story in phrases using sequence words.

4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

- a. Participate in K-W-L discussions about a topic.
- b. Use phrases to explain how familiar objects are used.
- c. Use thank you, excuse me, I’m sorry, restroom please, drink please, help me please, and others

- d. Use phrases or simple sentences to tell a preference or make a choice.
 - e. Use phrases or simple sentences expressing like or dislike.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.
- a. Use phrases or simple sentences to explain steps in a process or chronological order.
 - b. Arrange sequence pictures in order and orally tell story in phrases using sequence words.
 - c. Use Venn diagram to compare and contrast 2 items.
 - d. Examine map and use modeled verb phrases (go north, go right, turn left, turn south) and following with finger to listen and follow directions on the map.

Reading Accomplishments

- 4.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g., table of contents, page numbers, title page, and author and illustrator of a book or reading selection).
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- a. Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
 - b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
 - c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
 - d. Orally segment multi-syllabic words.
 - e. Identify pairs of words that rhyme.
 - f. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
 - g. Read words that have three or more phonemes and words that are multi-syllabic,
 - h. Read multi-syllabic "nonsense" words, analogous to real words.
- 4.R.4 Read Sentences with intonation and fluency.
- a. Begin to read aloud short sentences made up of simple vocabulary (e.g., read aloud, "The girl is sitting on a short chair.")
 - b. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of simple vocabulary, with natural intonation (e.g., rising pitch at ends of questions).
 - c. Begin to read aloud short passages made up of simple words.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- a. Identify antonyms of grade-level words.
 - b. Identify synonyms of grade-level words.

4.R.6 Show knowledge of the meaning of common affixes and root words.

- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.
- b. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

- a. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
- b. Determine the meaning of a word with multiple meanings that best fits in a given context.
- c. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- d. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- e. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).

4.R.8 Determine the answer to a literal or inference question from a passage.

- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

- a. Determine the antecedent reference of a pronoun including a personal pronoun, demonstrative pronoun, or indefinite pronoun.

4.R.10 Determine the antecedent reference of a noun or noun phrase.

- a. Begin to determine the antecedent reference of a noun phrase.

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
- b. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated. a. Identify the main idea or main topic when it is explicitly stated.

- b. Begin to identify the main idea or main topic when it is not explicitly stated.

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

- a. After teacher modeling identify the best summary of an informative reading selection.
- b. Begin to identify the important details that support a main idea or summary statement with teacher direction.

4.R.14 Demonstrate an understanding of comparisons and contrasts.

- a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast (e.g., but, however and some comparative and superlative adjectives.)

4.R.15 Identify cause and effect in a reading passage.

- a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, therefore, thus, and so).

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- a. Show understanding of the elements common to specific text structures: , narrative and descriptive.

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

- a. Predict what would most likely happen next in a narrative.
- b. Draw conclusions based on evidence gained from supporting details in text with teacher guidance.
- c. Distinguish between fact and opinion.

4.R.18 Use context clues to learn about characters in a story.

- a. Identify the main character and all other important characters in a story.
- b. Infer characters' feelings about themselves or their surroundings at different points in a story.
- c. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

- a. Demonstrate an understanding of the most important details in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

- a. Differentiate among the literary elements of plot, character, setting, point of view, and resolution.
- b. Recognize plot features of folk tales and myths (explanation stories)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

- a. Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- 4.R.22 Use and discern appropriate reference sources
- a. Identify a dictionary and encyclopedia, magazines and newspapers, and electronic catalogs.

Writing Accomplishments

- 4.W.1 The student will develop the structural skills of the writing process .
- a. Write cursive letters in upper- and lower case
 - b. Write dictated words and sentences.
- 4.W.2 Use correct form of appropriate verbs.
- a. Write the correct form of appropriate grade-level regular verbs in sentences.
 - b. Write the correct form of appropriate irregular verbs (e.g., make/made).
 - c. Write the correct form of modal auxiliaries can, could, may, will, would, should, + base form of verbs.
 - d. Use present perfect verb forms. (have been)
 - e. Use present and past progressive verb forms.
 - e. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).
 - f. Begin writing verb forms with non-verb functions (e.g., infinitives and gerunds).
- 4.W.3 Use correct form for subject form agreement.
- a. Begin to write the correct form of subject-verb agreement with count nouns and with intervening words. (e.g., one boy, three cows in the pasture are...)
 - b. Write the correct form of subject-verb agreement with non-count nouns (e.g., water, air)
- 4.W.4 Use nouns correctly.
- a. Use nouns as subject and direct object.
 - b. Form possessive nouns correctly (e.g., Bill’s coat).
 - c. Write the correct form of irregular count plurals (e.g., child/children).
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- a. Use indefinite articles “a” and “an” correctly with count and non-count nouns.
- 4.W.6 Use pronouns correctly in writing.
- a. Use the correct number and case of personal pronouns (i.e., subject and object; first person, second person and third person)
 - b. Expand use of singular and plural demonstrative pronouns appropriately.
 - c. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
 - d. Begin to use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody everything,

many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.

4.W.7 Use adjectives correctly in writing.

- a. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
- b. Begin to use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,”)
- c. Begin to use adjective + preposition combinations (e.g., afraid of, full of, sick with) and verb + preposition combinations (e.g., pull up, push down)

4.W.8 Use adverbs in appropriate word order in sentences.

- a. Use adverbs in appropriate word order in sentences.

4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).

- a. Identify direct quotations (e.g., Martha said, “I have a headache”)

4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).

4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).

4.W.12 Use phonetic strategies to spell words correctly.

- a. Begin to write consonant letter for consonant sound and vowels for vowel sounds. (emergent phonetic writing) for simple words.
- b. Begin to spell high-frequency grade-level words that are largely regular.
- c. Begin to spell high-frequency grade level words that are largely irregular.
- d. Spell common contractions.
- e. Begin to spell words that involve these rules for conjoining morphemes: Dropping a final e, doubling a final consonant, changing y to I, and adding s or es (e.g., hop + ing = hopping, study + ed = studied, serve + ice = service, bunch + es = bunches).
- f. Begin to spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).
- g. Begin to spell content grade level words with non-English spellings (e.g., bouquet).

4.W.13 Use punctuation correctly when writing.

- a. Use periods at the ends of sentences.
- b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- c. Use question marks at the ends of questions
- d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- e. Use commas in addresses.
- f. Begin to use commas with adjectives and nouns in a series (e.g., You will need good scissors, washable glue, and a long ruler.).
- g. Begin to use commas joining two independent clauses with “and” “but” or “or” (e.g., “You can stay here, or you can go home.”)

- h. Begin to identify misplaced commas, based on rules taught to date.
- i. Use apostrophes in contractions.
- j. Begin to use apostrophes to show possession for singular nouns and plural nouns.
- k. Begin to use quotation marks with direct quotations (e.g., Mike said, "I want a new skateboard.")
- l. Begin to use quotation marks in direct quotations with attributive text at the end (e.g., "Take care of the cat," Juanita said.)
- m. Begin to use commas in direct quotations at the levels and situations described for direct quotations in this section.

4.W.14 Use capital letters correctly in writing.

- a. Capitalize the first word in a sentence.
- b. Capitalize first and last names.
- c. Capitalize common titles of people.(Mr., Mrs., Miss, Ms. Dr.)
- d. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- e. Capitalize names of cities, states, and countries.
- f. Capitalize names of familiar books. Underline or use italics for book titles.
- g. Capitalize all salutations and closings in letters.
- h. Begin to capitalize beginning of direct quotations.
- i. Capitalize street names.
- j. Capitalize mountains, rivers, and lakes.

4.W.15 Use appropriate editing skills.

- a. Begin to recognize and correct writing errors (capitalization and end punctuation (period, question, exclamation))

4.W.16 Write sentences.

- a. Begin to write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- b. Begin to write sentences compounded with "and" and "but."
- c. Formulate negative sentences without double negatives.
- d. Formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")
- e. Write appropriate who, what, when, and why questions from a given text (e.g., after reading about amphibians, write a question about the classifying traits of amphibians).
- f. Identify run-on sentences and sentence fragments.

4.W.17 Write and edit different types of paragraphs.

- a. Begin to write a brief descriptive paragraph with a topic sentence and two or three supporting details.
- b. Write a narrative paragraph.
- c. Write a narrative paragraph describing a personal experience.
- d. Determine the most effective order of sentences in a paragraph.
- e. Begin to determine where paragraph breaks should occur.

- f. Begin to choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
- g. Eliminate an unnecessary sentence from a paragraph with guidance.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

High Intermediate:

Listening

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
- 4.L.2.Demonstrate an understanding of cause and effect,
- 4.L.3Identify the main idea of a grade-level passage.
- 4.L.4.Respond to literal or inferential oral comprehension questions.*
- 4.L.5Recognize vocabulary in fundamental and specialized concepts in content areas.
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*
- 4.L.7Demonstrate understanding of different forms of text

4.L.8 Demonstrate understanding of figurative language.

Speaking

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

4.S.4 Use English in social and classroom settings.

4.S.5 Use generally acceptable grammar when speaking.

4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.

Reading

4.R.1 Demonstrate an understanding of basic print concepts.

4.R.2 Read high-frequency grade level appropriate vocabulary.

4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.

4.R.4 Read Sentences with intonation and fluency.

4.R.5 Identify antonyms and synonyms of grade-level words.

4.R.6 Show knowledge of the meaning of common affixes and root words.

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

4.R.8 Determine the answer to a literal or inference question from a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

4.R.10 Determine the antecedent reference of a noun or noun phrase.

- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- 4.R.15 Identify cause and effect in a reading passage.
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 4.R.18 Use context clues to learn about characters in a story.
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- 4.R.22 Use and discern appropriate reference sources

Writing

- 4.W.1 The student will develop the structural skills of the writing process .
- 4.W.2 Use correct form of appropriate verbs.
- 4.W.3 Use correct form for subject form agreement.
- 4.W.4 Use nouns correctly.
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- 4.W.6 Use pronouns correctly in writing.
- 4.W.7 Use adjectives correctly in writing
- 4.W.8 Use adverbs in appropriate word order in sentences.

- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- 4.W.13 Use punctuation correctly when writing.
- 4.W.14 Use capital letters correctly in writing.
- 4.W.15 Use appropriate editing skills.
- 4.W.16 Write sentences.
- 4.W.17 Write and edit different types of paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
- a. Demonstrate a. understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs, expanding to content area nouns and verbs.
 - b. Demonstrate understanding of comparative and superlative adjectives.
 - c. Demonstrate understanding of spatial prepositions (position words).
 - d. Demonstrate understanding of simple statements (SVO, SV, past, present, or future) made of words, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
 - e. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies) with short phrase responses.
 - f. Understand classroom directions (e.g., schedules, homework assignments).
 - g. Demonstrate an understanding of complex verbal directions using words, pertaining to two identifying criteria (e.g., given the adjectives “tall” and “striped,” discriminate a tall boy with a striped shirt from other similar illustrations).
- 4.L.2. Demonstrate an understanding of cause and effect.
- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect using “since.”

- 4.L.3 Identify the main idea of a grade-level passage.
- Identify the main idea of a narrative.
- 4.L.4 Respond to literal or inferential oral comprehension questions.*
- Answer literal or inferential oral comprehension questions.
 - Understand simple inference questions pertaining to a short narrative passage.
 - Understand an inference question about a character's feelings
- 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas
- Recognize processes associated with concepts. (e.g. key terms in words problems, types of maps, food chains)
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*
- List events in order with prompting.
- 4.L.7 Demonstrate understanding of different forms of text.
- Choose one word to identify topic of poem after listening.
 - Choose one word to identify topic of after listening.
- 4.L.8 Demonstrate understanding of figurative language.
- Demonstrate understanding of simple similes.
 - Demonstrate understanding of simple metaphors.

Speaking Accomplishments

- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- Expand oral-visual vocabulary with content area words in Science, Social Studies, and Math.
 - Using visual cues, distinguish one item as different from more than one by counting and naming items for which -es is the appropriate plural ending. Respond to questions requiring plural responses using the -es ending. Use grade appropriate content vocabulary as much as possible.
 - Using visual cues, distinguish one item as different from more than one by naming items for which the plural ending is irregular. Respond to questions requiring plural responses using the irregular plural ending. Use grade appropriate content vocabulary as much as possible.
 - Using visual cues and/or realia to describe or respond in sentences. For example, The red car is bigger than the blue car. Include grade appropriate content vocabulary as much as possible. Example: Mars is larger than Earth.
 - Correctly pronounce the -ed ending in phrases and sentences
- 4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- Participate effectively in social and academic conversations with occasional hesitations and difficulties.

- b. Practice asking and answering questions in structured conversations using appropriate intonation.
 - c. Begin to read orally with accuracy and confidence using appropriate pacing, intonation and expression.
- 4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.
 - a. Orally segment two and three syllable words moving from familiar to unfamiliar vocabulary.
 - b. Use grade appropriate content vocabulary as much as possible.
- 4.S.4 Use English in social and classroom settings.
 - a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses, expanding to content area vocabulary.
 - b Tell about family members when requested.
- 4.S.5 Use generally acceptable grammar when speaking.
 - a. Produce compound verb sentences.
 - b. Show ability to use present continuous, present perfect, present perfect continuous correctly.
 - c. Use more complex helping verbs in context. (e.g. had better, would rather)
 - d. Demonstrate knowledge of understanding and placement of neither/nor in sentences.
 - e. Begins to use the correct form of modal auxiliaries can, could, may, might, will, would, should + base form of verbs .
 - f Show ability to use “a few” and “several” as quantifiers with count nouns.
 - g Demonstrate correct use of “a” and “an” in phrases and sentences.
 - h. Demonstrate ability to use prepositions of time and place correctly.
 - i. Begin to demonstrate understanding of the use of adjective + preposition combinations. (afraid of).
 - j. Use expanded phrases working toward simple sentences to explain a sequence of pictures.
- 4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
 - a. Summarize orally what has been done in a class activity.
 - b. Use simple sentences to explain how familiar objects are used.
 - c. Use simple sentences and phrases to express needs and wants, ask permission, ask for clarification, express appreciation, etc.
 - d. Respond to why question, practice using “because.”
 - e. Expressing opinion and giving at least one reason to support it.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.
 - a. Retell or paraphrase events in a story, or steps in a process, in chronological order.
 - b. Arrange sequence pictures in order and orally tell story in phrases using sequence words.
 - c. Use phrases and simple sentences to compare and contrast two items.

d. Practice using verb phrases and direction words to self-talk a set of directions on the map.

Reading Accomplishments

- 4.R.1 Demonstrate an understanding of basic print concepts.
 - a. Identify components of books (e.g., table of contents, page numbers, title page, and author and illustrator of a book or reading selection).
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
 - a. Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
 - a. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
 - b. Orally segment multi-syllabic words.
 - c. Identify pairs of words that rhyme.
 - d. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
 - e. Read words that have three or more phonemes and words that are multi-syllabic,
 - f. Read multi-syllabic "nonsense" words, analogous to real words.
- 4.R.4 Read Sentences with intonation and fluency.
 - a. Read aloud short sentences made up of grade level appropriate vocabulary
 - b. Read aloud short sentences that are statements, questions, and exclamations, made up of simple grade level appropriate, with natural intonation (e.g., rising pitch at ends of questions).
 - c. Read aloud short passages made up of simple grade level appropriate vocabulary at a normal pace with few errors.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
 - a. Identify antonyms of grade-level words.
 - b. Identify synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
 - a. Show knowledge of the meaning of common prefixes with appropriate grade level words.
 - b. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); · verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
 - c. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely, impassable”).

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

- a. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
- b. Determine the meaning of a word with multiple meanings that best fits in a given context.
- c. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- d. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- e Demonstrate an understanding of common idioms e.g., “Don’t let the cat out of the bag”).

4.R.8 Determine the answer to a literal or inference question from a passage.

- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

- a. Begins to determine the antecedent reference of a pronoun including a personal pronoun, demonstrative pronoun, or indefinite pronoun. (e.g. anyone, someone, many, some, all, etc.)

4.R.10 Determine the antecedent reference of a noun or noun phrase.

- a. Begins to determine the antecedent reference of a noun or noun phrase.

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
- b. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.

- a. Identify the main idea or main topic when it is explicitly stated.
- b. Identify the main idea or main topic when it is not explicitly stated.

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

- a. Identify the best summary of an informative reading selection.
- b. Identify the important details that support a main idea or summary statement

4.R.14 Demonstrate an understanding of comparisons and contrasts.

- a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast (e.g., on the other hand, , although, even though, but, however, , similarly, and comparative and superlative adjectives).

- 4.R.15 Identify cause and effect in a reading passage.
- Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since, consequently, therefore, thus, and so).
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- Show understanding of the elements common to specific text structures: expository and persuasive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- Predict what would most likely happen next in a narrative
 - Draw conclusions about the strength of an argument in a persuasive text.
 - Distinguish between fact and opinion, fantasy and reality, and fiction and non-fiction.
- 4.R.18 Use context clues to learn about characters in a story.
- Identify the main character and all other important characters in a story.
 - Infer characters' feelings about themselves or their surroundings at different points in a story.
 - Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- Demonstrate an understanding of the most important details in a story.
- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)
- Differentiate among the literary elements of plot, character, setting, point of view, flashback, and resolution.
 - Recognize plot features of fairy tales, folk tales, fables, and myths
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- 4.R.22 Use and discern appropriate reference sources
- Identify a dictionary and encyclopedia, magazines and newspapers, electronic catalogs, thesaurus, and atlas.

Writing Accomplishments

- 4.W.1 The student will develop the structural skills of the writing process .
- Write cursive letters in upper- and lower case
 - Write dictated words and sentences.

4.W.2 Use correct form of appropriate verbs.

- a. Write the correct form of appropriate grade-level regular verbs in sentences.
- b. Write the correct form of appropriate irregular verbs (e.g., make/made).
- c. Introduce the correct form of common separable and inseparable phrasal verbs. (ex: pull up, push down)
- d. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
- e. Use present perfect verb forms. (have been)
- f. Use present and past progressive verb forms.
- g. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).
- h. Use conditional verb forms with “if” clauses (“If I had enough money, I would buy new shoes”).
- i. Write verb forms with non-verb functions (e.g., infinitives and gerunds).

4.W.3 Use correct form for subject form agreement.

- a. Write the correct form of subject-verb agreement with count and non-count nouns and with intervening words.
- b. Write the correct form of subject-verb agreement with non-count nouns (e.g., water, air)

4.W.4 Use nouns correctly.

- a. Use nouns as direct objects and objects of prepositions.
- b. Form possessive nouns correctly (e.g., Bill’s coat).
- c. Write the correct form of irregular count plurals (e.g., child/children).

4.W.5 Use indefinite articles “a” and “an” correctly in writing.

- a. Use indefinite articles “a” and “an” correctly with count and non-count nouns

4.W.6 Use pronouns correctly in writing.

- a. Begin to use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives (e.g., Most of us Americans like ice cream. We Americans like ice cream.)
- b. Use singular and plural demonstrative pronouns appropriately
- c. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
- d. Use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.

4.W.7 Use adjectives correctly in writing

- a. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
- b. Begin to use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

c. Begin to use adjective + preposition combinations (e.g., afraid of, full of, sick with) and verb + preposition combinations (e.g., pull up, push down)

4.W.8 Use adverbs in appropriate word order in sentences.

a. Use adverbs in appropriate word order in sentences.

4.W.9 Identify and use direct quotations in writing (e.g., Martha said, "I have a headache").

a. Identify direct quotations (e.g., Martha said, "I have a headache")

4.W.10 Begin to use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").

a. Begin to use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").

4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., "talk about," not "discuss about"; "jealous of," not "jealous with").

a. Begin to combine words as they normally appear in idiomatic English (e.g., "talk about," not "discuss about"; "jealous of," not "jealous with").

4.W.12 Use phonetic strategies to spell words correctly.

a. Write consonant letter for consonant sound and vowels for vowel sounds. (emergent phonetic writing) for simple words.

b. Spell high-frequency grade level words that are largely regular.

c. Spell high-frequency grade level words that are largely irregular.

d. Spell common contractions.

e. Begin to spell words that involve any rules for conjoining morphemes.

f. Begin to spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).

g. Begin to spell content grade level words with non-English spellings (e.g., bouquet).

4.W.13 Use punctuation correctly when writing.

a. Use periods at the ends of sentences.

b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

c. Use question marks at the ends of questions

d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).

e. Use commas in addresses.

f. Use commas after introductory "yes" or "no."

g. Begin to use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address

h. Begin to use commas joining two independent clauses with "and" "but" or "or" (e.g., "You can stay here, or you can go home.")

i. Begin to use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")

j. Begin to use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")

k. Begin to identify misplaced commas, based on rules taught to date.

l. Use apostrophes in contractions.

- m Use apostrophes to show possession for singular nouns and plural nouns.
- n. Begin to Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and “compound” hyphenations (e.g., Do you want first-, second- or third-class tickets?).
- o. Begin to use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")
- p. Begin to use quotation marks in direct quotations with attributive text at the end (e.g., "Take care of the cat," Juanita said.)
- q. Begin to use quotation marks in direct quotations with attributive text in the middle (e.g., “Take care of the cat,” Juanita said, “and the fish, too.”)
- r. Begin to use commas in direct quotations at the levels and situations described for direct quotations in this section.

4.W.14 Use capital letters correctly in writing.

- a. Capitalize the first word in a sentence.
- b. Capitalize first and last names.
- c. Begin to capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- d. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- e. Capitalize days of the week and months of the year.
- f. Capitalize names of familiar books. Underline or use italics for book titles
- g. Capitalize all salutations and closings in letters.
- h. Capitalize beginning of direct quotations.
- i. Capitalize street names.
- j Capitalize mountains, rivers, and lakes.

4.W.15 Use appropriate editing skills.

- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.

4.W.16 Write sentences.

- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- b Write sentences compounded with "and" and “but.”
- c. Formulate negative sentences without double negatives.
- d. Begin to formulate more negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
- e Write appropriate who, what, when, and why questions from a given text (e.g., after reading about amphibians, write a question about the classifying traits of amphibians).
- f. Identify run-on sentences and sentence fragments.
- gf. Begin to use subordinating conjunctions “because” and “since” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).

4.W.17 Write and edit different types of paragraphs.

- a. Write a descriptive paragraph with a topic sentence and several supporting ideas.
- b. Write a narrative paragraph that discusses chronologically events that took place in the past.
- c. Write a narrative paragraph describing a personal experience.
- d. Begin to write a persuasive paragraph that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
- e. Determine the most effective order of sentences in a paragraph.
- f. Begin to determine where paragraph breaks should occur.
- g. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
- h. Eliminate an unnecessary sentence from a paragraph.

Mathematics Accomplishment

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

Advanced:

Listening

4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.

4.L.2.Demonstrate an understanding of cause and effect,

- 4.L.3 Identify the main idea of a grade-level passage.
- 4.L.4 Respond to literal or inferential oral comprehension questions.*
- 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*
- 4.L.7 Demonstrate understanding of different forms of text
- 4.L.8 Demonstrate understanding of figurative language.

Speaking

- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- 4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.
- 4.S.4 Use English in social and classroom settings.
- 4.S.5 Use generally acceptable grammar when speaking.
- 4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.

Reading

- 4.R.1 Demonstrate an understanding of basic print concepts.
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- 4.R.4 Read Sentences with intonation and fluency.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.

- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- 4.R.15 Identify cause and effect in a reading passage.
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 4.R.18 Use context clues to learn about characters in a story.
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- 4.R.22 Use and discern appropriate reference sources

Writing

- 4.W.1 The student will develop the structural skills of the writing process .
- 4.W.2 Use correct form of appropriate verbs.
- 4.W.3 Use correct form for subject form agreement.

- 4.W.4 Use nouns correctly.
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- 4.W.6 Use pronouns correctly in writing.
- 4.W.7 Use adjectives correctly in writing
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- 4.W.13 Use punctuation correctly when writing.
- 4.W.14 Use capital letters correctly in writing.
- 4.W.15 Use appropriate editing skills.
- 4.W.16 Write sentences.
- 4.W.17 Write and edit different types of paragraphs.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
 - a. Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs, expanding to content area nouns and verbs.
 - b. Demonstrate understanding of comparative and superlative forms and use more and most with some adjectives (example: more, most beautiful).
 - c. Demonstrate understanding of spatial prepositions.
 - d. Demonstrate understanding of simple statements (SVO, SV, past, present, or future) made of words, that are accurate descriptions of pictures connected to content area.

- e. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
 - f. Understand classroom directions (e.g., schedules, homework assignments).
 - g. Demonstrate an understanding of complex verbal directions using words pertaining to three identifying criteria.
- 4.L.2. Demonstrate an understanding of cause and effect,
- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,” “since,” “consequently,” “therefore,” “thus,” and “so”).
- 4.L.3 Identify the main idea of a grade-level passage.
- a. Identify the main idea of a grade-level passage.
- 4.L.4. Respond to literal or inferential oral comprehension questions.*
- a. Answer literal or inferential oral comprehension questions.
 - b. Understand simple inference questions pertaining to a short expository passage.
 - c. Personalize character’s feelings by putting yourself in their place; compare and contrast your situation with the character.
- 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas
- a. Demonstrate understanding of the most fundamental, specialized concepts in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.*
- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 4.L.7 Demonstrate understanding of different forms of text.
- a. Retell a short poem in narrative form after listening to it.
 - b. Retell by paraphrasing a short fictional narrative after listening.
- 4.L.8 Demonstrate understanding of figurative language.
- a. Demonstrate understanding of simple similes.
 - b. Demonstrate understanding of simple personification

Speaking Accomplishments

- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- a. Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
 - b. Pronounce the –s and –es endings of plural nouns.
 - c. Pronounce the irregular plural forms of some nouns.
 - d. Pronounce the –er and –est in comparative endings.

e. Pronounce the –ed endings of regular past tense verbs

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

- a. Speak fluently (i.e., speak at a normal rate with normal intonation and phrasing) when discussing a grade-appropriate topic.
- b. Use correct intonation when asking and answering a wh- question (i.e., who, what, where, when, why, and how).
- c. Read grade-level material aloud for fluency, with appropriate pronunciation and intonation.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

- a. Read words that have three or more phonemes and words that are multi-syllabic.

4.S.4 Use English in social and classroom settings.

- a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses, expanding to content area vocabulary.
- b. Provide personal information.

4.S.5 Use generally acceptable grammar when speaking.

- a. Formulate compound sentences.
- b. Show ability to use the following verb tenses accurately present, past, present continuous, present perfect, and present perfect continuous (e.g., Give a complete sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).
- c. Formulate sentences with modal auxiliaries and related idioms (e.g., can, may, will, could, would, should, have to, must, had better, would rather.)
- d. Formulate statements with neither/nor. Demonstrate knowledge of the placement of “no” and “not” in sentences by using them with the accurate word order in negative statements.
- e. Use the correct form of modal auxiliaries can, could, may, might, will, would, should + base form of verbs .
- f. Use quantifiers (e.g., a couple of, a few, several, and many) with count nouns.
- g. Use articles (“a(n)”, “the” or Æ) in simple grade-level contexts.
- h. Demonstrate an ability to use prepositions of time, place and position.
- i. Demonstrate understanding of the use of adjective + preposition combinations. (afraid of)
- j. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.

4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

- a. Ask and respond to questions intended to provide information on a grade-level school-based topic.

- b. Tell the use or purpose of familiar objects.
 - c. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants; asking for clarification
 - d. Explain a personal preference and give a reason for it.
 - e. Express an opinion about a grade-level issue and give two or more reasons to support it.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.
- a. Explain several steps involved in completing a common grade- appropriate activity in chronological order.
 - b. Narrate a grade-appropriate story based on a sequence of pictures.
 - c. Compare and contrast two types of places, people or animals.
 - d. Give directions based on a map.

Reading Accomplishments

- 4.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g., , title page, and author of a book or reading selection, table of contents, index, glossary).
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- a. Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- a. Identify pairs of words that rhyme.
 - b. Read words that have three or more phonemes and words that are multi-syllabic,
 - c. Read multi-syllabic "nonsense" words, analogous to real words.
- 4.R.4 Read Sentences with intonation and fluency.
- a. Read aloud sentences made up of grade level appropriate vocabulary
 - b. Read aloud short sentences that are statements, questions, and exclamations, made up of grade level appropriate vocabulary, with natural intonation (e.g., rising pitch at ends of questions).
 - c. Read aloud short passages made up of grade level appropriate vocabulary, at a rate of 100 words per minute, with no errors.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- a. Identify antonyms of grade-level words.
 - b. Identify synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.

- b. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); · verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- c. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely, impassable”).

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

- a. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
- b. Determine the meaning of a word with multiple meanings that best fits in a given context.
- c. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- d. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- e. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).

4.R.8 Determine the answer to a literal or inference question from a passage.

- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

- a. Determine the antecedent reference of a pronoun including a personal pronoun, demonstrative pronoun, or indefinite pronoun. (e.g. anyone, someone, many, some, all, etc.)

4.R.10 Determine the antecedent reference of a noun or noun phrase.

- a. Determine the antecedent reference of a noun or noun phrase. (e.g. My friend James left his book on the bus.)

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
- b. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.

- a. Identify the main idea or main topic when it is explicitly stated.
- b. Identify the main idea or main topic when it is not explicitly stated.

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

- a. Identify the best summary of an informative reading selection.
- b Identify the important details that support a main idea or summary statement.

4.R.14 Demonstrate an understanding of comparisons and contrasts.

- a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast (e.g., on the other hand, in contrast, although, even though, but, however, nevertheless, likewise, similarly, and comparative and superlative adjectives).

4.R.15 Identify cause and effect in a reading passage.

- a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since, consequently, therefore, thus, and so).

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- a. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

- a. Predict what would most likely happen next in a narrative.
- b. Draw conclusions about the strength of an argument in a persuasive text.
- c. Distinguish between fact and opinion, fantasy and reality, and fiction and non-fiction.

4.R.18 Use context clues to learn about characters in a story.

- a. Identify the main character and all other important characters in a story.
- b Infer characters' feelings about themselves or their surroundings at different points in a story.
- c. Identify the main character's attempts to solve his or her problem in a story and consider alternate solutions (i.e., major plot events).

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

- a. Demonstrate an understanding of which details are the most important details in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

- a. Differentiate among the literary elements of plot, character, setting, point of view, flashback, resolution, and theme.
- b. Recognize plot features of fairy tales, folk tales, fables, and myths

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

- a. Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

4.R.22 Use and discern appropriate reference sources

- a. Discern which resource is needed to locate information needed.

Writing Accomplishments

4.W.1 The student will develop the structural skills of the writing process .

- a. Write cursive letters in upper- and lower case
- b. Write dictated words and sentences.

4.W.2 Use correct form of appropriate verbs.

- a. Write the correct form of appropriate grade-level regular and verbs in sentences.
- b. Write the correct form of appropriate irregular verbs (e.g., make/made).
- c. Write the correct form of common separable and inseparable phrasal verbs (ex: pull up, push down)
- d. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
- e. Use present perfect verb forms. (have been)
- f. Use present and past progressive verb forms.
- g. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).
- h. Use conditional verb forms with “if” clauses (“If I had enough money, I would buy new shoes”).
- i. Write verb forms with non-verb functions (e.g., infinitives and gerunds).

4.W.3 Use correct form for subject form agreement.

- a. Write the correct form of subject-verb agreement with count and non-count nouns and with intervening words.
- b. Write the correct form of subject-verb agreement with non-count nouns (e.g., water, air)

4.W.4 Use nouns correctly

- a. Use nouns as subject, direct objects, and objects of prepositions.
- b. Form possessive nouns correctly (e.g., Bill’s coat).
- c. Write the correct form of irregular count plurals (e.g., child/children).

4.W.5 Use indefinite articles “a” and “an” correctly in writing.

- a. Use indefinite articles “a” and “an” correctly with count and non-count nouns

4.W.6 Use pronouns correctly in writing.

- a. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives (e.g., Most of us Americans like ice cream. We Americans like ice cream.)
- b. Use singular and plural demonstrative pronouns appropriately

- c. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
 - d. Use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody, everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.
- 4.W.7 Use adjectives correctly in writing.
- a. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
 - b. Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours” “myself”).
 - c. Begin to use adjective + preposition combinations (e.g., afraid of, full of, sick with) and verb + preposition combinations (e.g., pull up, push down)
- 4.W.8 Use adverbs in appropriate word order in sentences.
- a. Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- a. Identify direct quotations (e.g., Martha said, “I have a headache”)
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- a. Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- a. Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- a. Write consonant letter for consonant sound and vowels for vowel sounds. (emergent phonetic writing) for simple words with more accuracy.
 - b. Spell high-frequency grade level words that are largely regular.
 - c. Spell high-frequency grade level words that are largely irregular.
 - d. Spell common contractions
 - e. Begin to spell words that involve any rules for conjoining morphemes
 - f. Spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).
 - g. Spell content grade level words with non-English spellings (e.g., bouquet).
- 4.W.13 Use punctuation correctly when writing.
- a. Use periods at the ends of sentences.
 - b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
 - c. Use question marks at the ends of questions

- d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- e. Use commas in addresses.
- f. Use commas after introductory "yes" or "no."
- g. Begin to use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address)
- h. Begin to use commas joining two independent clauses with "and" "but" or "or" (e.g., "You can stay here, or you can go home.")
- i. Begin to use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
- j. Begin to Use commas to set off independent modifiers (e.g., "You can bet your last dollar, if you're confident, that Victor will be on time.")
- k. Begin to use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
- l. Identify misplaced commas, based on rules taught to date.
- m. Use apostrophes in contractions.
- n. Use apostrophes to show possession for singular nouns and plural nouns.
- o. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and "compound" hyphenations (e.g., Do you want first-, second- or third-class tickets?).
- p. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")
- q. Use quotation marks in direct quotations with attributive text at the end (e.g., "Take care of the cat," Juanita said
- r. Use quotation marks in direct quotations with attributive text in the middle (e.g., "Take care of the cat," Juanita said, "and the fish, too.")
- s. Use commas in direct quotations at the levels and situations described for direct quotations in this section.

4.W.14 Use capital letters correctly in writing.

- a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- b. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- c. Capitalize days of the week and months of the year.
- d. Capitalize names of familiar books. Underline or use italics for book titles
- e. Capitalize all salutations and closings in letters.
- f. Capitalize beginning of direct quotations.
- g. Capitalize street names.
- h. Capitalize mountains, rivers, and lakes.

4.W.15 Use appropriate editing skills.

- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.

4.W.16 Write sentences.

- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- b. Write sentences compounded with "and" and "but."

- c. Formulate negative sentences without double negatives.
 - d. Formulate more negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
 - e. Write appropriate questions for a given text.
 - f. Identify run-on sentences and sentence fragments.
 - g. Begin to use subordinating conjunctions “because” and “since” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).
- 4.W.17 Write and edit different types of paragraphs.
- a. Write a spatially organized paragraph describing a familiar locale
 - b. Write a chronologically organized paragraph explaining a process.
 - c. Write a narrative paragraph describing a personal experience.
 - d. Write a persuasive paragraph that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
 - e. Determine the most effective order of sentences in a paragraph.
 - f. Begin to determine where paragraph breaks should occur.
 - g. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
 - h. Eliminate a redundant or unnecessary sentence from a paragraph.
 - i. Begin to determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature

- f. Metric
- Data Analysis
 - a. Graphs
 - b. Charts
 - c. Parts of a Table